

latest Athens
weather report :

MCGILL DAILY

the mercouri
has risen

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MONTREAL, TUESDAY, FEBRUARY 13, 1968

3 CENTS

Report on grants said 'regrettable'

Principal H. Rocke Robertson yesterday said the publication of information concerning the provincial grant to McGill was "a regrettable breach of confidentiality" and contained "inaccurate figures and biased and uninformed interpretations".

Dr. Robertson was referring to a recent story in *La Presse* stating that McGill's grant would be increased by \$7 million to about \$22 million. This would be a 50% increase over last year's grant.

The figures were said to have been contained in the report of a Sub-Committee on Operating Budgets to the Provincial Ad Hoc Committee under the chairmanship of the Ministers of Education and of Finance.

The rectors and principals of Quebec universities also sit on the sub-committee.

Claude Lemyre, the Education Minister's press secretary, yesterday said the figures are completely unofficial since the recommendations have yet to be presented to the Ad Hoc committee and subsequently to the Cabinet.

Sit-in students

Decision due Thursday

by DANNY RODEN

The Senate Committee on Student Discipline will deliver its verdict this Thursday on the 31 students who broke into Dr. Robertson's office November 9.

At yesterday's hearing for the 28 who had asked to be heard together, Richard Gottlieb, the group's lawyer, called the break-in "an attempt by very serious people to counteract what is happening in society."

"Being an independent body, you are in a position to condemn the activities of the administration. Certainly, they acted with a certain amount of impulsiveness," he told the committee.

Gottlieb said lack of communication between students and administration was the real cause of the problem, and "in a sense, it was justifiable for them to express their views through the medium of civil disobedience."

Professor Myer Horowitz of Education, a Committee member, said later "I believe in civil disobedience. It now

becomes my job to decide whether in those circumstances, civil disobedience was justifiable."

Professor Perry Meyer, chairman of the committee, added, "We have to decide the point at which civil disobedience becomes justifiable."

One student, Diana Obrinsky, echoed the theme presented by many of the students:

"Complete control"

"You have complete and absolute control over my life and identity. I didn't believe it before, but you really did me a favour — you showed me this now."

"Our action culminated in civil disobedience because it was a case of extreme failure and we were under extreme duress."

"To protect my right as a human being, so that I can think for myself as my own person is why I did this," she said.

The committee was read a statement from all 28 students and began to hear from each of them individually at its last meeting a week ago.

Yesterday, it finished discussions with the students. Horowitz later told them "you have communicated most effectively."

During the discussion, Committee member H.D. Woods, Dean of Arts and Science, said the students might be given individual sentences in spite of the fact that they are being tried as a group.

(Continued on page 7)



George Buffington

PEEKABOO: Discipline Committee members Dean McCutcheon of Dentistry, Professor H. H. Yates of Engineering, and Dean Woods of Arts and Science (left to right) were caught in action by an alert *Daily* photographer, who snapped this picture when the door to the Arts Council Room, where the semi-secret (open to observers only) hearings of the Committee took place yesterday, opened momentarily.

HAWKER SIDDELEY DEMONSTRATION

A rally will leave the Union at 2 pm today and march to the Placement Service to protest the presence on campus of recruiters from Hawker Siddeley, which allegedly supplies war material for the American effort in Viet Nam.

Melina here to boost anti-junta campaign

by PETER ALLNUTT

"They are terrorists. They are gangsters. They are stupid illiterates. They want to impose on our country — which invented democracy — the death of all human rights."

Melina Mercouri not only dislikes the junta which has taken over her native Greece, she is presently conducting a campaign to rouse support among other countries to end the regime.

The Greek actress, who became a star with her role in *Never on Sunday*, is in Montreal as the guest of the Panhellenic Democratic Association, a body attempting to restore democracy in Greece. She speaks at McGill today at 1 pm in L-132.

Since Miss Mercouri spoke out against the junta her films and songs have been banned in her home country. "Even my name is banned in Greece," she says. "They are afraid of anybody that can tell the dirty things that they are doing... their atrocities. They are very much afraid of world opinion."

The actress plans to tour Europe soon to stir up public opinion and raise money for those who are forced to flee from the Greek rulers. She says student organizations have been the most helpful so far in her fight.

And it is students who are now suffering the most under the military regime. "They are trying to make such a terror in the schools. They have rewritten the textbooks; they are trying to make a generation of fascists," she said.

Concerning claims that many Greeks actually support the regime, Miss Mercouri asks: "If everyone was for the junta why don't they hold free elections? Why don't they give us a constitution; why don't they let the people out of the prisons?"

This is not the first time her family has entered the political arena; her father was a politician. "My father died two months after the junta took over from a terrible illness. He fought until the last moment. I am very proud of him."

Her view of King Constantine is "very bad". "King Constantine is a man... is a man?... is a boy. He is an athlete."

"He didn't care about the Greek people when the junta took over. If he hadn't collaborated in the first 24 hours the junta would not exist today. But he collaborated and gave them everything they wanted and became very weak."

"Then when he wanted to save his crown he asked the Greek people to shed their blood..."

Miss Mercouri, who says she will sing "the songs that are banned" in her travels to gain support for the resistance, said the worst part of the junta was "not letting us express our views."

"All the Greeks have a little politician inside. It is hell for a Greek not to be able to speak and express himself. It is so much against the Greek character."

Evidently she does not intend to submit.



Nick Deichmann

EDITOR AND FRIEND: Melina Mercouri (on the left) submitted to an interview with *Daily* Editor Peter Allnutt (on the right) yesterday as a prelude to her appearance on campus today. She will speak on the current Greek situation in L132 at 1 pm.

MCGILL U. LIBRARY

FEB 13 1968

PERIODICALS

today

GRADUATES CHRISTIAN FELLOWSHIP: Dr. J. I. Packer "Some aspects of Biblical Authority". Presbyterian College Lower Auditorium. 8 pm.

HILLEL: The college student leaves home: a symposium on the family. L 219. 8 pm.

RUSSIAN CIRCLE: Norman Segalowitz narrates tapes from the Soviet Union. Discussion afterwards. Union Lounge 327. 7:30 pm.

HILLEL: Peter Foster, BA 4, on "Birth Control". 3460 Stanley. 1 pm.

UKRAINIAN SOCIETY: Business meeting: results of the Struminsky Report. Union 327. 1 pm.

SAILING CLUB: General meeting. Slideshow of the Flying Dutchman & FJ world championships. All members urged to attend. Union 457. 1 pm.

SANDWICH THEATRE: "The Expert" by Lazar Sarna, winner of the playwrighting competition. Free. Union Theatre. 1-2 pm.

ARMENIAN STUDENTS CLUB: Informal meeting. Union B24. 1-2 pm.

CHRISTIAN FELLOWSHIP: Bible study in Book of Hebrews for Engineers & Architects. E117. 1 pm.

YELLOW DOOR COFFEE HOUSE: Lunch at rock-bottom price. 3625 Aylmer. 12-2 pm.

SAVOY SOCIETY: Company call. Union 307 & 327. 1-2 pm.

LAS VEGAS NIGHT: Compulsory meeting, B27. 1 pm.

BLOOD DRIVE: Executive meeting, Union 412. 1 pm.

ASSOCIATION OF PSYCHOLOGY MAJORS: General meeting, Stewart N7/6. 4 pm.

MUSIC SOCIETY: Record music-Mahler, Grieg, Smetana, Union 307. 2:30 pm.

CHRISTIAN SCIENCE: Regular testimonial meeting, Divinity Hall Chapel. 1 pm.

JAZZ SOCIETY: Jazz session, all musicians welcome, bring instruments, drums available, Union 123-124. 1 pm.

HIGH SCHOOL TUTORIAL PROJECT: CBC Everdale film (free), L26. 1 and 1:30 pm.

FINE ARTS SOCIETY: Submissions for art exhibit until Thursday, Union 463 12 noon-2 pm.

NEWMAN CENTRE: Songfest. 3404 Peel. 7-8 pm.

BIOLOGICAL SOCIETY: Dr. Donderi. Psychology, "Theories of Perception", Stewart S3/6. 1 pm.

MONTEREGIAN GEOLOGY CLUB: Dr. Patterson, "Crystal Growth", PSC 232. 1 pm.

CYCOM: Advanced fortran, E 309. 1 pm.

MARTLETS: Regular practice, Union 307. 7 pm.

LISTENING BOOTH: Eric Clapton and Mayall, Union 307. 2 pm.

PLAYERS: Casting for Arrabal (One act play), Union 457-458. 2-3 pm.

MAJORETTES: Practice, bring shorts, RVC Gym, 5-6:30 pm.

ANGLICAN CHAPLAINCY: Holy Eucharist, coffee after, 3555 University. 5:30 pm.

YELLOW DOOR COFFEE HOUSE: Poet Margaret Atwood, 3625 Aylmer. 8:30 nightly.

ASSOC. TO END THE WAR IN VIETNAM: Procession to the Placement Service leaving the Union at 2 pm.

Classified

These ads may be placed in our advertising office Room 121, Main Floor University Centre, 9 am to 4 pm. Ads received by noon appear the following day. Rates: 3 consecutive insertions \$1.50; maximum 20 words. 7¢ per extra word.

HOUSING

3 ROOM MODERN APARTMENT (Durocher). 1 year lease, furnished or unfurnished. Immediate occupancy. Will sacrifice. 481-5200, 486-7848.

SUBLET 2½ room apartment March 1st. 2 minutes from McGill. 845-0612, evenings.

FEMALE STUDENT TO SHARE 2½ room furnished apartment. Five minutes walk from campus. Phone: 288-6948.

FOR SALE

HONDA — 305 cc, 1964. \$225. I. McLean, 931-6937 after 6.

SKI SWEATERS — HANDKNIT, IMPORTED. 55% of Montreal retail prices. Drop in any time at 479 Prince Arthur W. or call 845-4826.

HEAD SKIS BRAND NEW, never used. Competition Giant Slalom 20's. \$130. Telephone 733-0726.

NIKOR LENSES FOR SALE (brand new). Wide angle 35mm f/2.8, \$130. Telephoto f/3.5 \$145. Evenings 672-6248.

LOST

SMALL BROWN MALE DOG with white chest and paws. Answers to the name of Friday. Please call 849-0344.

TO RENT

INDOOR PARKING on Durocher. Nightly and weekends or monthly. Phone Bill at 843-6406.

TYPING

HOME TYPING, electric machine. 25¢ per page. Theses, term papers, essays, manuscripts, reports, notes, etc. 487-1529.

TYPING LECTURE NOTES, term papers, theses, copy work. Manuscripts, stencils. Typing done while you wait. 733-3272.

PROFESSIONAL TYPIST will type manuscripts, theses, etc. Work done promptly and accurately on electric typewriter. Call Miss Partridge — 931-6411 (daytime).

RIDES

HAPPINESS IS — a ride to Boston for two mademoiselles on February 13th or 14th. Phone 842-5379 after 5 pm.

RIDE WANTED to New York City over Carnival weekend. Will share expenses. Call Tani — 933-7805.

RIDE WANTED for two to NYC over Carnival weekend. Will share expenses. Call Shahab after 6 pm at 843-7231.

RIDE WANTED TO NEW YORK CITY Carnival weekend, leaving Thursday night or Friday. Will share expenses. Call 933-1659 anytime.

TUTORING

CALCULUS: For excellent calculus tutoring by a fifth year electrical engineering student, call Peter at 933-5900.

FRENCH, SPANISH, GERMAN, RUSSIAN or other language problems? Call or visit Montreal Language School, 900 Sherbrooke W. (opposite McGill) 849-5871.

WANTED

RECORD PLAYER and tape recorder. Please call Sharif, 842-2816 before 3 pm.

MISCELLANEOUS

FOR THE PRICE OF TWO BUS TICKETS or one pack of cigarettes per day, you can have "The Equity". Call Ballantyne 866-6705 for an appointment.

CASTLE COPYING — looks like Xerox — but it isn't. Low student rates. Also, mimeograph. 1022 Sherbrooke W., Room 6. 849-6493. Hours: 9-5.

GIRLS MAKE MONEY in your spare time selling cosmetics. For more information phone Michael — nights, 484-7265. Irving, weekends, 733-1678.

WINTER CARNIVAL Lucky Ticket Draw for Coronation Concert: N-32; F-45; N-23; M-41.

MOC SUNDAY SKI TRIP — Feb. 18th, for members, to Mt. Echo by popular choice. \$5.50 includes transportation, tow and free professional lessons. Bus leaves Roddick Gates at 7:45 am. Information — Andrea Watson, 672-5697.

VIC O'BRIEN Disc Spinners for all your entertainment needs. Vic 256-4608, Andy 256-8398.

M.O.C. CARNIVAL SKI TRIP, Friday Feb. 16, Mt. Sutton. Great skiing — no crowds. \$5.50 covers return bus fare, all day — all lift ticket (\$5.00 for season subscribers). Bus leaves Roddick Gates 7:45 am returns 7 pm. Further information — Andea — 672-5697.

M.O.C. SKI TRIP TO QUEBEC (Mont Ste Anne) Leaving Thursday night and Friday morning. Phone 672-5697 evenings between 9 and 11 for details.

McGill Winter Carnival

BIRKS TROPHY HOCKEY GAME

McGill vs Université de Montréal

Dance after game in Union

Tickets \$1

Union Box Office

Biological Society

presents

Dr. D. Donderi,

Dept. of Psychology

speaking on

"Theories of Perception"

on Tuesday, Feb. 13, 1-2 pm

Stewart Bio. Bldg. S 3/6

Appearing Nightly

THE ISLEY BROS.

Motown Recording Stars

Continuous Entertainment and dancing from 9 pm



1224 STANLEY ST.

WOMEN'S UNION OPEN MEETING

- presentation of candidates
- discussion and vote on whether W.U. to operate birth control clinic

Wed. Feb. 14 1 pm Union 307

Deadline for applications: Wed. Feb. 14, 4 pm
Union Switchboard

P.G.S.S. Ski Day

PRICE — \$5.00 (includes transportation and ski tow fees)

TIME Friday, February 16th
Bus leaves Union at 8 am

PLACE — HABITANT

Tickets may be purchased at

Union Box Office

SDU
PRESENTS

LOLITA

and

ANGEL
(by NFB)

tomorrow 8 pm
Leacock 132
admission: 75¢



David Sprague

THE Q IS QUEEN: Heather Quipp was crowned Queen of the Carnival last night at the Coronation Concert, which featured Spanky and Our Gang, at Place des Arts. Shown above is Principal and Vice-chancellor Dr. H. Rocke Robertson performing his annual duty (?) of congratulating the winner. After Heather's name was announced, there was a delay of ten minutes before the show could start. We have it on good authority that Gazette photog Aussie Whiting couldn't get his flash to work, and so Dr. Robertson had to congratulate the winner four times before Whiting got unwound. Too bad.

SDU calls committee 'a threat'

by LAZAR SARNA

Events surrounding the recent actions of the Student Disciplinary Committee were termed a "serious threat to all members of the university community" by Faculty members and students at an SDU open meeting yesterday.

Lecturers Stanley Gray and Seymour Glouberman and UGEQ Vice-President Victor Rabinovitch agreed that the paternalistic attitude of the university administration threatened to undo the progress in the process of learning.

Glouberman said "What has happened in the past few months has totally disrupted the pattern of learning and teaching". He criticized administration officials for "cutting down" students who desire changes in the course structure.

He said the Tripartite Commission dealt with trivial problems and insignificant details which do not affect the basic structures of the university.

He said "The paternalistic attitude of the administration has intimidated most of us into not asking the basic central questions. 'Before having constructive discussions with the administration, you've got to have a confrontation.'"

Political Science lecturer Gray claimed the Student Disciplinary Committee was the greatest threat to the disruption of the learning process on campus. He questioned the Senate Commit-

tee's qualifications in judging a case involving basic literary standards.

"Only one member of the Committee is from a humanities department, that is Dean Woods of Economics. The Committee is appointed by the administration and six of the nine members are Administration officials. So the Committee is not as impartial as Dr. Robertson would have us believe," he said.

He added, "the Committee seems to determine its policies

in line with the policy behavior of the Administration".

Commenting on the case of Jan Weryho, the librarian who refused to leave the Administration building, Gray said the precedent may be set "that even if you act on a political question after work at the university, you can still be penalized. This poses a serious threat to every segment of the university since you can be suspended for non-academic activities."

ASUS DELEGATES

The Arts and Science Undergraduate Society has named its sixteen delegates to the third annual UGEQ Congress at Sir George Williams University beginning February 21.

The ASUS delegates are: D. Caragata, D. E. Caron, D. M. Chenoweth, R. Cooper, A. Feingold, J. Grey, P. de L. Harwood, A. L. Liebleh, Lise Prieur, G. Radwanski, Sandra Schechter, P. R. Saul, M. Segal, Deborah Weinstein, P. Wong and L. Young.

WHAT'S WHAT

SANDWICH THEATRE

The Sandwich Theatre will present the *Expert* from February 13 to February 20. The play, which deals with the abortion of justice and the corruption of man, is the winning entry in the English Department's play-writing contest. It was submitted by Lazar Sarna.

SGWU THEATRE

The Drama section of the Department of Fine Arts of SGWU will present *Collection V*, a series of one-act plays, tomorrow, Thursday and Saturday. The plays are *The Captain Says So* and *The Felffer Revue*.

EVERDALE SCHOOL

A film on Everdale, a "free school" near Toronto where students attend classes only when they wish, and where all rules are made by group decision will be shown today in L26 at 1 pm and at 1:30 pm.

HILLEL

Hillel will present a panel discussion tonight at 8 pm in L219 on "The College Student Leaves Home", with moderator Dr. J. Lohrenz, of the Student Mental Health Service.

DOW ROMAN RELAY 1968

The 1968 version of the famed Dow Roman Relay is scheduled to be run off on Thursday, at 1:15 pm. This fabled chariot contest of speed, skill and craftsmanship will take on a new format this year; the course has also been changed to take advantage of the prime time disclosure to the spectators expected to be lining the route.

The race will start as usual with each department's choice as their fleetest, running up the hill from in front of the McConnell Building to the steps of the old Medical Building.

The chariot that passes the finish at the Union first will be declared winners, will be greeted by the Carnival Princesses and most important will be awarded a few minutes supply of Dow Brewery's fine products, as will the subsequent finishers. It is hoped that a suitable memento of the occasion will be available to present to the winning department.

HARVARD! GIRLS! PRINCETON!

Be hostesses for the Debating Union's Winter Carnival Debating Tournament!

Thursday to Saturday

Attend swinging parties! Meet top Debaters! Sign up at Debating Union, B42 University Centre. Meeting tomorrow — Leacock 28 — 1 pm.

YALE!! CORNELL!

HAPPENINGS AT HILLEL

Tues. Feb. 13 1 pm at Hillel House

PETER FOSTER, BA 4
speaking on "Birth Control"

Tues. Feb. 13 8 pm McGill L 219

A Symposium on the Family:
"WHY COLLEGE STUDENTS LEAVE HOME"

PANELISTS: Dr. B. Trossman, formerly Student Health Service Psychiatrist at Yale and McGill Universities, now at Jewish General Hospital.

Miss Lottie Lotheim, former director of Family Life Education, Baron de Hirsch Inst.

David Kaufman, BA3, McGill Student.

MODERATOR: Dr. John Lohrenz, Director of McGill Student Health Services.

Audience Participation — All Cordially invited.

Hillel Film Series

Wed. Feb. 14th 8:30 pm L 219

1. *The Chosen People*: A Catholic Film about anti-semitism

2. *The Gossamer Thread*: A pictorial history of the Jews from the days of antiquity

This will be a film and discussion evening led by Mr. Felix Lazarus, producer of *The Gossamer Thread*.

Admission: Members: \$0.75 — non-members \$1.00
(This program replaces "The Golem" which has been rescheduled.)

STUDENTS

Come one, come all
For your annual chest x-ray

WHO — Commerce

WHERE — 517 Pine Av. W.

TIME — 9 am - 12 noon — 1 pm - 3 pm

WHEN — Feb. 12th to Feb. 16th incl.

THE PSYCHOLOGY CLUB

and

THE SOCIOLOGY AND ANTHROPOLOGY SOCIETY

of McGill University

ANNUAL SYMPOSIUM

Place: Plattsburgh University

Time: 10 am — 1:30 pm

Date: February 17th, 1968

Bus leaving Union at 8:00 am
Small charge to cover transportation.

PARTICIPANTS

McGill — Sir George Williams — Loyola

PROGRAMME

Panel discussion with renowned professors in various fields, followed by open discussion, lunch and social intercourse

Contact either Sam: 334-4466 or June: 484-1659

University education: where

The author is student chairman of the Engineering Student-Faculty Committee, a group whose responsibility it is to deal with academic problems encountered by students and staff in engineering. He was one of the directors of the Project in Course Design (whose report has just been published), and has done a considerable degree of other work on educational problems. The analysis that follows, although presented primarily within the context of science and engineering, is applicable to the whole university as it analyzes general trends.

Several recent and frustrating experiences on the Student-Faculty Committee have motivated me to attempt an analysis in depth of the direction that engineering education, and by implication all university education, is taking.

Late in the academic year of 1966-67 the topic of systematic (i.e. psychologically based) course design was brought up in Student-Faculty. Briefly we were trying to explain the theory and practice of learner oriented teaching strategies developed from an operational knowledge of the processes by which

Faculty demonstrated a general unawareness of recent educational developments. They had given little systematic and analytical thought to general questions of educational policy.

students learn, and structured to induce a maximum degree of student participation. To my consternation not one of faculty present was in any way aware of these new techniques, in spite of the fact that they were much more effective than the lecture system and gave every promise of being the major educational development in the future. Correspondingly there was a low receptivity to new ideas, and what's worse, a low level of informed concern. And these were the people responsible for planning the future of our education.

The second experience occurred early this year. The students presented a concrete and workable plan for revision of the technical paper course (similar to a proposal submitted last year) which would have incorporated adequate feedback from professors and student revision and oral presentation, thus ensuring that different abilities would be tested, and more objectively so. The prevalent feeling among faculty was that the ideas were good but they would take up some time (a short calculation showed it would take 10-15 extra hours a year for each professor) and this was distasteful. The proposal was thus set

aside for future consideration, no action being taken.

The last experience took place at the most recent student-Faculty meeting. The students presented several specific suggestions to deal, at least partially, with the problems of student motivation which (i) would have created a one hour per week seminar course to analyze and evaluate real and possible applications of engineering in an actual social context, (ii) would have encouraged integration of course problems to include material from other courses. The proposals again were well received — the problem, after all, was recognized — but faculty, including the Dean, were at a loss to do anything about them (not even to try them out so as to evaluate their effectiveness). The only thing the session did was to reveal that remarkably little systematic thought, among both staff and students, had been spent on the problem of what was the source of student motivation, and whose responsibility it was to develop it.

The Common Problems

What are the common elements of these problems? (i) Each time faculty was presented with concrete workable proposals it was unable or unwilling to take substantive action, indicating that a type of educational "resource ceiling" had been reached; (ii) faculty demonstrated a general unawareness of recent educational developments; (iii) finally they had given little systematic and analytical thought to general questions of educational policy. In the meantime students must go to lectures which often bore them (remember the agonizing five minutes before the bell), take courses which in some cases seem or are irrelevant, and generally struggle with a plethora of rules and regulations.

The Analysis

Which leads to the basic causes behind the current malaise. An examination of the Mechanical Engineering Dept. reveals that 24 undergraduate courses are given by 21 staff members, a little

over 1 course per member; 5 of the faculty including 3 full professors do not teach a departmental course at all. And yet many claim they have no more time to spend on improving the marking of Technical Papers, or tackling the problem of course motivation, or just taking a hard look at educational policy. Where is all the time going? Inevitably to teaching post-graduates and to research, two activities which are often intertwined. The university has become what Clark Kerr describes as the multiversity. It is serving increasingly and indiscriminately the research interests of industry and government. This can (although not necessarily) be worthwhile in itself; but the net effect on

Value implies relevance and necessity. In a real sense internal motivation is the result of a conscious determination of values.

undergraduate teaching is negative. In the year 1965-66 (the last year for which figures were available) of a total of \$34,486,000 of external income, including fees, \$11,050,000 was given for specific research projects, most of it coming from the Canadian government (\$6,822,000), the US government (\$2,130,000) and industry; in addition more millions went to general research, or to particular research laboratories (such as the High Polymer Laboratory). It should be pointed out that money in the first category does not go to the university government as such, but rather directly to faculty members who negotiate contracts with external agencies.

And what is the effect of this influx of research money on the university's other expenditures? Clark Kerr (ex-President of the University of Califor-

nia and one of the most knowledgeable educators in this way in his book "The Uses of the University" . . . commit some of the funds; they influence space; they determine time between . . . to a large extent areas in which the fastest. Almost immediately is changed." . . . to show how in many as the setting up or the determination content, the curriculum graduate and post

And what are the students? First Gill there is no important policy. However concentrates on lucrative contracts is liable to be p teacher, this entire crease in salary a get several good working under h singly becomes an chore to be performed intellectual medium developed, and the faculty-student interaction

by Robert

ce (what Dr. Robert things through").

Since the university research funds with researchers, it comes the position of their more teachers. Listen to what Kerr staff trends: " . . . be competitively zero, although more and students are of attention . . . how much time away from his u and those affecting income within the time to be in gre

And what about students? To quote alumni are concerned students changes in the American done them little loads for the faculty the choice of faculty research accomplishments instructional capabilities of knowledge sions . . . the re against in loco p the faculty in a find themselves u personal rules scholarships, for grees. It is interesting faculty intent on fashion such a ple students . . . " (

What about the motivation? Here



The tri-partite commission tries to find out where the university is going.

is it going?

America's most knowledgeable experts) puts it in *The Uses of the Money*. These funds in turn determine the university's own assignment of the distribution of teaching and research; that they establish the university grows the university perceptibly, a university (p. 58). He goes on in many subtle ways, such as of new departments of detailed course curriculum, both undergraduate, is affected. The effects on faculty at the faculty: At McCombs published or perished a staff member who research can (i) get with industry; (ii) promoted over a good failing subsequent in and prestige; (iii) can graduate students. Teaching increased intrusion, a harm, rather than an aim to be analyzed and through which critical interaction can take place.

ert HAJALY

ertson calls "thinking

iversity is guaranteed with the addition of new competitively improves these people vis-à-vis er-oriented colleagues, Kerr says about future . Teaching loads will reduced, sometimes to re teachers are needed complaining about lack . The rules regarding a professor can spend university assignments the source of his e university will con- at flux." (p. 110).

t the effects on stu- Kerr again: "If the rned, the undergra- are restless. Recent merican university have ood — lower teaching ility, larger classes, ... ility members based on ishments rather than acity, the fragmenta- into endless subdivi- vult that used to be arentis is now against sential. The students nder a blanket of im- for admissions, for examinations, for de- sisting to watch how a ew rules for itself can thora of them for the p. 103).

question of student we must distinguish

between external and internal motivation. External motivation arises from benefits exterior to the actual doing of the work (e.g. good marks, high salaries). Internal motivation arises from the enjoyment and value of accomplishing the work itself. Value implies relevance and necessity. In a real sense internal motivation is the result of a conscious determination of value. This can be better understood by considering two examples: (1) you can analyze the value assumptions upon which a given discipline is based, or alternately evaluate its social and personal significance. (2) You can lead up to (for example) differential equations by considering the applications where a working knowledge of DE's (or a particular type of them) is absolutely necessary.

Unfortunately the university's teaching strategies do not develop the critical ability to make value judgements consciously (in contrast to the usual rhetoric of "getting you to think for yourself"). One reason for this is that the inefficiency of the lecture system is such that once all the mathematical and technical (i.e. in a generalized sense detailed) content has been slogged through there is no more time left for a critical evaluation. Another reason is that such an evaluation necessitates the active participation of the students, something which the present lecture system effectively suppresses (witness frantic notetakers and other passively received one-way flow). Besides which such an ability assumes certain know-

Considering the nature of the problem the solution does not lie, in the first instance, in a change of personal values per se, but in a change in the university environment which helps shape these values . . .

ledge and intellectual capabilities which must be purposefully developed, which neither most of the faculty (disappointingly) nor students possess now.

Some Solutions to the Problem: The Relationship between Institutional Change and Personal Values

The essential point of the above analysis is that the direction the university is taking, and the subsequent quality of education (or lack thereof), is not the result of a conscious policy decision on its part, nor is it due to any deliberate negligence on the part of staff or administration. Rather it is the result of the university reacting slowly and imperceptibly to changing material circum-

stances in the larger society. This has produced a gradual shift in the priorities and attitudes adhered to by administration and staff. Witness Senate's statement (Educational Procedures Committee, 1965): "The value of a university education depends much more critically on the scholarly qualities of the professors involved in the teaching than on the particular techniques of teaching that are involved." That may or may not be true, depending on how advanced the course is. But how many times do we hear students say: "He's really a brilliant man, but he can't get his stuff across" or "I think he's tired of lecturing to a bored group of 600 students."

Considering the nature of the problem the solution does not lie, in the first instance, in a change of personal values per se, but in a change in the university environment which helps shape these values, and most directly in the university's financial priorities, and in its real (as opposed to professed) philosophy of education — the two, of course, inextricably intertwined. As a minimum program, three steps should be taken: 1. (In the short run) The university should realign the financial priorities sufficiently so that money not tied up in specific research contracts or restricted endowments is used as a countervailing force to the predominance of research contract money. It can do this by (i) raising the rank and salary of staff who are primarily good teachers or who are engaged in serious educational research and experimentation, to a par basis with those who are good researchers in the conventional sense; (ii) making teaching assistantships as comparably attractive as research assistantships; (iii) by granting or contracting out money and other resources for education experimentation in amounts comparable to that used to fund conventional research by external sources.

2. (In the long run, over the next 10-20 years) The university should allocate considerable financial resources to the development and application of a rigorously based learning technology. All changes up to now have consisted essentially of minor innovations and extensions of present teaching strategies, with no attempt made to closely examine the fundamental learning process. Fortunately most of the basic research in this field has been successfully completed; the science is known as *Mathematics* (see Kingsbury report, and publications by T.F. Gilbert, J. H. Harless, and B. F. Skinner). It now remains to be applied. (What is revealed about the values of an institution which spends \$11,050,000 on research but almost nothing on educational R & D applicable to the university?)

3. The university should adopt an academic philosophy applicable to both what is being taught and what is researched, namely that "Activity at the university should at once lead to and arise from the conscious consideration of questions of value: what is needed and how it is to be achieved." This has already been discussed in reference to the question of motivation. It is significant that such a philosophy can only be realized through a new educational technology since for reasons stated above the present lecture system does not develop the intellectual equipment necessary for that philosophy. And needless to say neither the philosophy

nor the change in educational technology can be accomplished without a realignment of the university's financial priorities. All three steps form a coherent whole.

What can Students do?

First we must learn more about the dynamics of the university — what makes it run as it does. The essential problems are group ones — they are too large for any one person to solve or even influence. Consequently students should take collective action through their student government. Such action can take many forms; e.g. on one level student government can start printing out copies of the year's notes for large courses, to be distributed at the start of next year (this is already being done at U. de M.). This frees students to analyse content during lectures, or if they feel capable to avoid the lecture system altogether. A Students' Council with different priorities can finance annual good quality Course Guides in faculties wanting them; it can continue the work of the Project in Course Design, if it appears that this will have educational value. It can help organize counter-courses which will consider material relevant to students but not covered in lectures, preferably using the technique of learner-oriented and-controlled discussion groups. It can financially support (along with other

There is no lack of things to be done, only a lack of student leadership to carry them out. Not one major proposal on education has been presented to Council by the present executive.

student governments) the newly emerging free university of Montreal, offering courses where students and faculties may deal with subject matter or learning methods not now possible in formal academic programming. This latter has already been successfully initiated by many prominent American university student unions.

On another level student government can finance staff who are interested in carrying out serious educational experimentation applicable to university courses, but who do not now possess the financial support of the administration. It could negotiate and work with the administration towards the type of solutions outlined previously in the paper. These proposals should be presented to Senate, to Faculty Councils, in fact to every source of potential influence and power in the university. This, of course, implicitly assumes democratisation of the university's governing structures.

There is no lack of things to be done, only a lack of student leadership to carry them out. Not one major proposal on education has been presented to Council by the present executive. Student government must stop wasting themselves on time-consuming marginalia and start allocating their resources to the issue most affecting students — their education.

FEBRUARY 13, 1968

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so much to say, I'll stick to conventional type... look what happens when you don't... sorry elly, I couldn't resist that catchline... any mean things willa says about me in her masthead this week are hereby denied before the fact... quote from my masthead that never was: "I'm told by usually reliable sources that I'm being missed at my alma mater... sure... like stalin missed trotsky"... idle speculation dept: I wonder if anyone at radio mcgill has a brother whom they might just happen by to pick up tomorrow night... belated congratulations Leslie... DANNY... all copy in 12:45... damnit, masthead overset again...

We don't want you

Three months ago the companies manufacturing war material were asked not to come on campus to recruit because their presence might cause "disturbances". Although since then many parts of the university have voiced strong opposition to the implicit support we give war production through this recruiting, the Administration has once again allowed them to visit.

The decision, it should be noted, was taken in closed meetings of the Placement Committee and subsequently ratified by Senate. Even though there were three students on this committee, no one could listen

to their arguments or know how they stood. They represented no one; in fact, one member was quoted as saying he spoke only for himself. In addition two members of the Board of Governors were sitting on the committee for this particular session.

At no time was there open campus debate on the subject. The university as a whole had no opportunity to register a vote or a voice on whether the recruiters should be allowed in.

But these companies continue to manufacture material which is used for the violent destruction of human life. Their part in war can be seen as no less criminal than that of the soldier who merely obeys orders to

serve his required stint in the military. One does it to stay in business, the other to stay out of jail. But the result is the same: people die in war.

When we bring these companies on campus we are by no means neutral: we are aiding them in securing future employees and thus in the conduct of their business — which leads to the continuation of war.

They have no place here. Those who demonstrate their concern through today's march are doing us all a service.

Little Boy?

Recent news from Washington reveals that the White House is busily squashing rumours that the President is seriously considering the use of tactical nuclear weapons in Viet Nam.

The rumours, if they can be called that, were strong enough to prompt Senator William Fullbright, chairman of the Senate Foreign Relations Committee, to post a letter to Dean Rusk asking what was in fact being done. It is no secret that some "hawks" in the military have been pressing for their use for some time; but so far little information has been made public.

It appears the broadcast by Radio McGill last Thursday evening, was not that far away from reality.

Fekete to appear

(The following statement was received last night from Claude-Armand Sheppard, counsel for Daily columnist John Fekete.)

"Now that the Senate Committee on Student Discipline has finally agreed to permit semi-public hearings on closed circuit television, Mr. Fekete will attend the hearings and trusts that the entire proceedings will be televised without abridgement."

Letters

Grossly underrated

The completeness of the article which appeared in Feb. 7 Daily as regards Canadian economic participation in the Viet Nam war is only to be congratulated. For far too long Canada's full contribution has been grossly underrated. It is time for Canadians to stand up and be proud about their not so little contribution in the fight to defeat and crush the menace of atheistic communism.

The extent of the Canadian involvement as brought out by your article is truly surprising. It would seem that thousands of Canadian workers are directly connected with the making of war materials for the Americans to use in Viet Nam. And yet, to my knowledge none of these workers has been bothered by moral scruples to the extent of leaving their positions in order not to participate in this co-called "immoral" war. It

would seem to confirm the notion that what opposition there is to the Viet Nam war is confined to a little circle of pseudo-intellectuals and academics who infest the universities of this country and who spend their time in attempting to corrupt and debauch the minds of those whom they are supposed to teach.

Art P. Cawley, BA 4

Metropolis maximizes mayhem

Sir,

Correct, Mr. Fekete. There is a "reciprocal relation between the university and society it serves." But there is nothing essentially wrong with this. The function of the university should be educate and train students for the set objectives of a particular society, but it is the ends of that society, that particular economic and political system, that must come into focus to determine whose needs the university, as merely one of its institutions, is serving.

In other words, to take the modern monopolistic capitalist system as an example: that this system necessitates that its corporate structure, owned and controlled by a few individuals, exploit the underdeveloped nations of their raw materials and export to them industrial products at an unjust price; that in order to maintain this mercantile order, the metropolis, i.e. the headquarters of the corporate structure, must institute military dictatorships upon its satellites, i.e. the "third world"; that when the masses of the "third world" arise to liberate themselves from this imperialism, they must be thoroughly and brutally crushed by the metropolis; that to attain these ends the corporate structure must maximize war production rather than the

production of goods needed by people; and that, in fact, it has come to the point where the actual economic life of that metropolis depends upon this war production; all this demonstrates where the university in serving its function must orient itself in such a society. But it must be realized by students when confronting any board of governors that the root of the problem lies in that particular economic system.

In a socialist society there is also this identical reciprocity between the university and the society it serves. The students are similarly trained to contribute to the goals defined by this system. But these goals are defined as the moral and material fulfillments for each member of society, rather than monetary benefits for a ruling "power elite". This marks the difference.

Hence, to become specific now, if Canadian students feel that, as lackeys of American imperialism, their university system is oriented in the wrong direction, they must refuse to submit to the United States, first, and then transform Canadian institutions to implement worthwhile goals. And the function of the university need not be changed at all.

Michael Hersh BA 2

Suckerized

Sir,

After an honest and detached analysis of the situation, one can only find specious the basic premises of the argument that would ban on-campus recruiting by companies engaged in supplying war material to the United States in their Viet Nam campaign.

The argument runs as follows: American military involvement in the Viet Nam war is immoral because it is not the natural and/or accepted function of one nation to interfere

in the affairs of another without consensus support in both countries; it follows therefore that anyone aiding or abetting the execution of an immoral act is equally guilty of immoral behavior; if 'war machine' companies, which are indicted as immoral, are allowed to recruit personnel in the university community, the university community is actually helping the progress of the war campaign and thus an ethically and blatant crime.

That the American war involvement is immoral is politically debatable and irrelevant in this argument.

That business firms and their directors are acting immorally is not debatable. That a gun is immoral in nature is false; that gun wielders are immoral is another matter. A business firm is amoral. The only concern of firms making weaponry, artillery and napalm is the eventual sale of the end products. There is nothing intrinsically wrong in assembly line workers fulfilling daily quotas at the munitions factories, nor with plant managers aiming for increased productivity or specialization, nor with personnel managers performing their jobs. One must say there is nothing wrong with the manufacture, distribution and exchange of war goods because market mechanisms are a posteriori instruments. That is, the immorality or blame of the situation rests on the heads of the society which first allowed the set-up of war industries. In other words, business is the amoral tool of the moral-less wielder (society or government).

Even though everyone from Shaw to the recruitment centre demonstrator would dispute this, these very same people would have to agree that focusing the blame on the tool of the culprit is in vain, tactic

wise. Stockmarket trends do not reflect current moral attitudes. The United States government will not hear the cries of protest through business lobbies which would hopefully be saying, Stop the war, we can't recruit new and needed personnel. The statement is economically oxymoron. So if the aim of this particular ban on recruitment is to apply pressure on the State Department, the aim has no hope of fulfillment. If the aim of the ban is to wise-up the war lords, the aim is foolish.

To say that the university community is aiding the execution of an immoral act by renting the war company a room on campus is just as hyperbolic as saying that since trained technical graduates will join anyway by going to the personnel offices on Dorchester Street, the university community is acting immorally by training such ethically graduates.

The university community is not a moral community based on a set code of ethics. It is merely an intellectual microcosm of the real surrounding society using the socially accepted codes of behavior. By allowing on-campus recruiting, the university is neither moral nor indecent. It is being its usual willy-nilly self. Its free thinkers decide for themselves whether an issue transgresses or transcends their codes.

What is to be done then?

1) Ban all on-campus recruitment. Nit-pickers if they tried could find a trace of indecent behavior in any business firm ranging from manufacturers of napalm to chocolate bars.

2) Demonstrate before and apply pressure on the Canadian government to raise its export tariffs on war material manufactured and assembled in Canada. This would affect the whole social framework, not only the business firm.

(Continued on page 7)

(Continued from page 6)

3) Recognize the fact that even ban-the-recruiters are aiding the war effort by buying American motor vehicles, shoes, clothing and electronic equipment and by listening to the American football games. Recognise the fact that there is no one not to blame. No man is an island: everyman is a munitions dump.

The original argument of on-campus recruitment is both interminable and when finally terminable, self-defeating. It is self-defeating because no-one is left standing to claim victory. And there is no such thing as a pious victor.

The ban-the-recruiters are being suckerized by expending their energies in areas where they prove fruitless.

L. Sarna, BA 3

Question

Sir,

\$370,000,000 is not a small amount, sir; if you look around closely you'll find many who serve Pentagon's interests for much less. Vanity, ambition, even plain curiosity: there are many levers to move us.

What does get me, though, is the logic whereby Ottawa decides that the rulers of Turkey, Greece, and Portugal would be less responsible, less trustworthy, and more bloodthirsty than the President of the United States in using F-104s. On a point of empirical fact: is there anyone, dead or alive, including Chinghez Khan, Hitler, and Truman, who has caused more death and destruction than Johnson? Would an historian answer?

Satish Saberwal
Assistant Professor
of Anthropology

Backwards

Sir,

The letter that the Executive Committee of the Students' So-

Trial...

(Continued from page 1)

He added however, "in order to be fair to the least guilty person in the room, we may be too lenient on the rest."

Chairman Meyer ruled out of order questions on the jurisdiction of the committee. "The questions you raise have no simple answers," but "the committee has good legal advice," he said.

Asked why the committee drew the distinction between breaking into the Administration Building and breaking into Dr. Robertson's office, Dean Woods said, "there's a tendency to be tolerant until it becomes intolerable. I really think you're making something out of nothing."

During the discussion, a student asked Helen Reynolds, Dean of Women, what she thought of the idea "We should be men first and subjects second." Miss Reynolds answered, "If you come to my office some time, I'd be glad to discuss it."

Of the group of 31 students who originally entered Dr. Robertson's office, 28 chose to be tried in a group, and the three others were tried individually last Tuesday. They will receive their verdicts this Thursday as well.

cety sent to Dean Solin, secretary of the Senate Committee, indicated that most of the students on campus support Fekete in his fight against the administration. It should be obvious to all that the Senate Committee and the Principal have bent over backwards in an attempt to be fair to Fekete. His continuous arrogance reached its apex last Wednesday when he walked out of the Senate hearing. He fully deserves the suspension that he received. If a referendum were to be held on this subject, I believe that the majority of the student body would support the administration.

Martin Dym PhD 3

Lack of judgement

Sir,

For the benefit of anyone who was relieved to learn that Dow Chemical Company of Canada makes only the polystyrene ingredient of napalm, and not the finished product, it should be explained that the new, improved Napalm B, with Canadian polystyrene, has superior sticking power. Whereas small quantities of the old napalm could conceivably be brushed off the skin, this newest product of the Great Society is guaranteed to stick until combustion ceases.

The stench of the money that is flowing into Canada as a result of business such as this will linger in the nostrils of Canadians for many generations to come. Those who have professed themselves unable to distinguish between this kind of business and other kinds of business, and who choose to exercise their administrative discretion in matters several orders of magnitude less obscene, have demonstrated an appalling lack of judgement, and they should seriously consider delegating their responsibilities in this area to those few people on campus who are apparently capable of making such a distinction.

D. M. Carmichael

From prep-school to student union

Sir,

The letter of Messrs. Feingold, Foster, and Leduc in response to Mike Konieczny's letter bordered on the brilliant. Their response was one of a continuing series of reconfirmations to me of the high standard of the McGill student body and, above all, to the greatness of the Students' Council. This particular example is especially meaningful to me, as a first year student, since it was Mike Konieczny's letter that reminded me of the four horrible years that I spent in a 19th century type Prep-school. These were four horrible years in which such gross, unintellectual, and medieval ideas as integrity, responsibility, morality, self-determination, and, believe it or not, even honor were forced

cety in order to facilitate solutions.

The IRC is in favour of allotment of a residence portfolio to a member of the students' council, with the IRC acting as the advisory body to that portfolio. We feel that this portfolio will provide a valuable two-way communication link and will eliminate erroneous representation of the IRC by council members. Mr. Gray's proposed committee would not suit our needs as we feel IRC has a better understanding of the feelings of residents.

The IRC has for some time dealt adequately with residence problems and hopes to continue to do so. However, a council portfolio would: 1) assist us in problems which the administration alone cannot deal with effectively, 2) allow a valuable co-ordination of ideas and activities. We in turn might as-

Salvation from psychosis

Sir,

In their Analysis of a Free School, Messrs Foster and Harwood suggest that some programme is needed to awaken within the individual his role as a cog in the social machine. Surely the whole essence of a free school is to enable the individual to reach that stage where he is capable of making a choice concerning his role in the grand design. It would be contrary to any definition of freedom to saddle him with an albatross.

If he comes to accept the idealistic notion that "society as a whole is a group of people working together to solve problems they can't solve individually", then undoubtedly he will be eager to cast in his lot. But, what if after careful examina-

Letters, letters, letters...

upon us by Victorian Technocrats. What a revelation it is that such repressive modes are not necessary (or even desirable) in the advanced, enlightened community of intellectual workers at McGill!

Michael Prior, BA 1

Any bidders?

Sir,

As a result of the recent editorial and articles in campus publications, the Inter-Residence Council has drafted the following statement.

Contrary to reports in Public Address, the Wardens' Committee (residence administration) has indeed provided assistance to the IRC and individual residences in such matters as the recent food survey, organization of social events, and general administration activities. However, problems do exist. The very nature of these problems demands a closer association with the Students' So-

sist the council in their understanding of the residents' requirements. Although we are aware that individual residents may question the value of remaining in the Students' Society, the IRC feels, at this time, that Students' Society membership is desirable.

Nancy Plumb
Chairman, Inter-Residence
Council

Mr. Clean

Sir,

Congratulations to the McGill Administration! They finally found the guts to do what any normal business operation would have done 4 months ago — clean up.

Let it be known that, during the furor which is about to arise, there are many students, as myself, who wholeheartedly and without qualification support the decision which the Administrative body took on February 7th.

Gerald Kendall B Comm 4

tion he determines that all societies are comprised of individuals and small interest groups who attempt to satisfy their own needs and desires at the expense of others as far as possible, without crossing that thin line which will so alienate them as to result in their expulsion or in anarchy, depending on the size and power of the rejected subgroup. Then it would be quite reasonable to expect that the free student's primary involvement would be in that isolated community whose members have so "come to terms with" themselves that they are able to reach decisions. Indeed, perhaps the only salvation for society now lies in freely educating its members so that they can come to terms with themselves. Then perhaps we would be able to substitute government by stability and maturity for government by neurosis and psychosis.

Evan Brahm, MDCM 3

They tried to explain...

We stood outside the Council room, about a hundred of us, maybe fewer.

The guards barred the door, at first two of them, then four. The 28 wanted us to watch from inside — they asked that the trial be opened. Heads popped out — Dean Woods, Professor Counsell, others. The heads said no.

Only nine observers were allowed. Then the names were read out and the crowd parted, allowing each kid a file to pass through on his way in.

Inside, one by one in alphabetical order, they stood and spoke. There was no question of guilt and innocence — all pleaded guilty to the charge. They had been promised a dialogue, an attempt to explain and discuss, and that's why they talked.

Calmly, deliberately, they tried to explain. One spoke at length: she spoke of repression and identity. About how the break-in was an expression of self, a fulfillment of self in a system which controls and directs all activity. She appealed for warmth and understanding — she got a brusque "out of order" and then an "irrelevant".

She begged the committee to understand what she said, to feel her hurt and to see the "why" of her actions. She appealed to each in turn. But she never got past the second face — she was ruled out of order.

The next said simply: "I have two things to say. First, we broke the rules but are not guilty. Second, my parents are proud of me." She said it happily. The Committee was uncomfortable.

Another apologized for less capable articulation. He said simply "It was a personal decision. I couldn't sit by. They could have charged anyone, and too many people in the university were hurt by the charge. I had to help."

And as they stood one after another — none of them hard-eyed politicians (all those had left the administration building before the break-in) — and tried to tell the bored faces how they felt and why they had to do it, the faces turned aside.

They asked Helen Reynolds about the rule that dictates that RVC women may not leave the dining hall until the warden leaves. She replied "That isn't done any

more, except on Sundays." And through it all, the Chairman bailed members out, talking about irrelevance.

You had to wonder why the kids stood and tried to tell why and how. They just weren't getting through. One committee member was preoccupied with the dress and hair of one of the kids. He glanced over every couple of minutes and visibly shuddered. And he kept on shuddering. You couldn't tell him about the feel for what's right and of the higher order of law that dictates civil disobedience. He was too busy shuddering.

But then the mouths and accusing fingers directed fewer and fewer questions and interrupted less often. Dean Woods admitted that there is a point at which you have to do what is right, no matter the law, and Professor Horowitz said that he believed in civil disobedience.

The kids were achieving something — they frightened the committee. The faces worried about 31 kids unable to stand the system, and shrank from the realization. They even grinned sheepishly at times. But in essence, only a couple of faces turned into people. And the girl's shout "Godammit, you just don't care at all" was hopelessly true.

Elly ALBOIM

Housing shortage reaches crisis proportions

McGill owns both land and buildings in the university area but can't afford to give any to something as unimportant as student co-ops. "There are other pressures", says Vice-Principal for Development, C. A. Winkler.

by JUDI SEIDMAN

Over 1700 students were turned away from the doors of both the women and the men's residences during the 1967-68 school year. The only alternative — "Apply to the Rooms Registry," they were told.

If the student housing problem is allowed to grow, prohibitive housing costs and lack of accommodations could conceivably be a cause of lowered university attendance.

Land, buildings and high rentals are the stumbling blocks.

The lack of available land is the most overwhelming problem; — speculation pushing prices beyond reason. Too much valuable land is tied up by speculators who merely sit on it waiting for an easy profit. Land speculators in large urban areas prevent access to building-land, which they use as parking lots in order to get revenue to pay city taxes; or allow deteriorating properties to remain, so that rents achieve the same purposes.

The most obvious solution would be to turn to government. But an interesting article from a local newspaper proves this to be a dead-end. "The Canadian Association of Real Estate Boards reports that in 1967, some 453 public posts in municipal and provincial affairs were being held by realtors across Canada... this was an increase from the 205 public positions held by realtors in 1966." Fifty-four real estate boards with representation in every province in the country reported in this survey. How much can the government accomplish when the real estate lobby in public office is in a position to oppose all change?

It's a political question

"There is nothing planned for student housing," says the Superintendent of the Comprehensive Planning Division at City Hall, M. J. Laliberte.

Right now, the city is working on housing for "very low" income brackets and as M. Laliberte says — students don't fit into this category. (After all, in most cases students have "NO income"). However, he continued, the city is prevented from doing something now, because, "C'est une question politique".

It was most refreshing to hear from M. Laliberte that "student housing conditions weren't really that bad". And they couldn't be, for the city bylaw entitled "Housing Code" serves to protect us. Listed under "requirements applicable to main buildings and their maintenance" is the following: "Any building infested with vermin or rodents TO SUCH A DEGREE as to constitute a menace to the health of its occupants... shall be deemed unfit for housing".

So if you are living with one or two rats and a couple of creepy crawlers don't complain — you're not infested to a degree that legally constitutes a menace to your health.

Robert Boyle, Senior Planner of the Urban Renewal Division at the City Hall, when confronted with the suggestions that the city might expropriate said, "the only excuse for expropriation, ac-

cording to the law, is for the space to be used for public utilities or civic functions". Naturally, student housing does not qualify for either of the two usages. Boyle helpfully commented that the city might help a non-profit corporation, and added that any project undertaken by students, if sponsored by an organization with "a good credit rating, has a good chance of help from many sources".

"Didn't realize a problem existed"

When questioned about the student housing situation, John Lynch-Staunton, City Councillor for the Cote des Neiges

apartments for students?" Lynch-Staunton asked. He advised speaking to the administration or writing an "anonymous letter".

When asked about high rentals, Lynch-Staunton said that this was under provincial jurisdiction. "McGill students are unfortunately paying the costs of a university in the centre of a large city". He called the new housing code "strict", and termed it as "specifying the minimum living conditions". He reassuringly concluded, "come to me with concrete examples, addresses, etc., and I will be more than happy to send someone to check for minimum standards."

Do rats impose upon your hospitality by staying for dinner? What could be more "concrete"?

Students ignored at housing talks

Just recently in the Federal-Provincial housing talks, students once more didn't make the grade. Broad changes involving community planning, land assembly for urban regions, subsidies in poor areas and more assistance for the low-middle income brackets are scheduled

"The university doesn't have two cents to invest in anything not necessary", said Dr. Solin. The university thinks that student housing is necessary, but the problem is to overcome the money shortage. With regard to student subsidy by the university in a co-operative, Solin said that the university would be willing to accept a lower return of 4-5% on their investment, rather than the normal 6-7%. But then, "If the university is justified in subsidizing the student from out of town, what about the student in town?" asked Solin.

Builders won't risk co-operatives

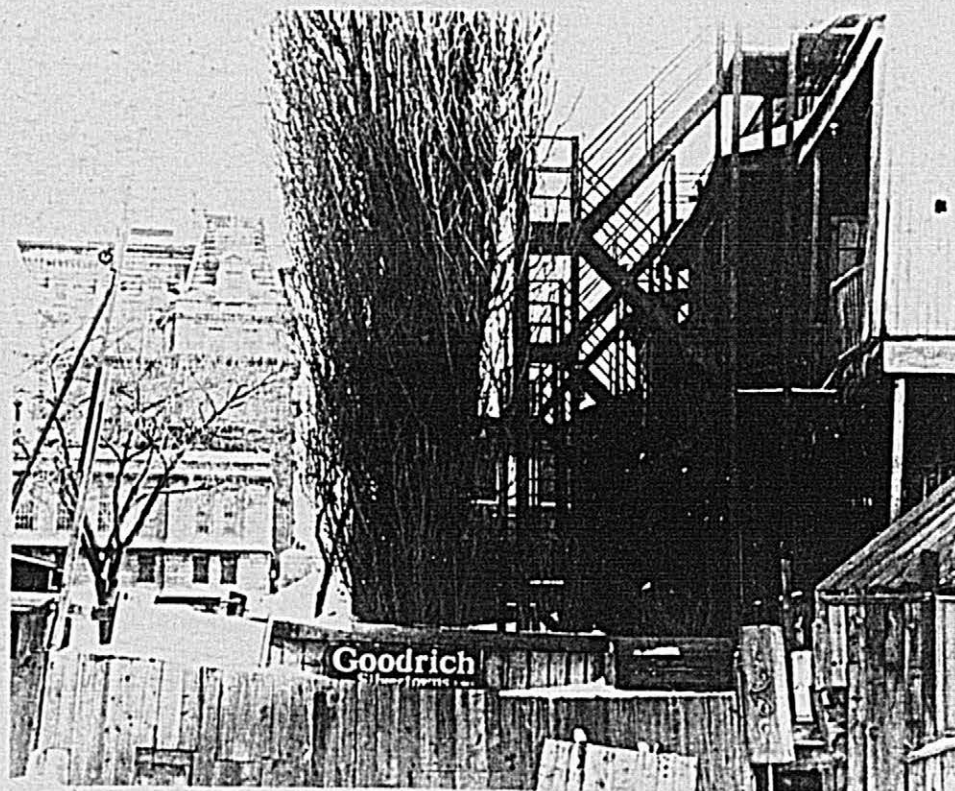
McGill, Winkler and Solin both assured, is more than willing to build student housing blocks in the most practical form, whether they be residences or apartments or student co-operatives. However, the university is having difficulty in finding a builder willing to take the risk of co-ops or apartments. (A ranking employee of Montreal Trust stated that "unless McGill gave some guarantee as to land cost, rental price and financing, no company would take the risk of providing for student accommodations.") All the builders were very enthusiastic at the beginning, Winkler said, but after some calculation, expressed the impossibility of actual production.

No builder was interested or would even consider putting up quarters for unmarried students, Winkler continued. The builders apparently felt that the unmarried student should think only of normal residences.

Winkler confirmed that McGill owns land and buildings around the university area, but said that McGill couldn't afford to give any of the land to the students for something as unimportant as student co-ops. "There are other pressures," he said, such as administrators and various departments who need lodging.

Besides the vast areas around the campus, McGill owns land and buildings on MacGregor as far west as Ontario Avenue.

And so we wait — the three government levels in search of someone else to shoulder their responsibilities; the university in search of a builder willing to take the risk; the builder in search of those calculated profits; and the students in search of desperately-needed housing accommodations. Who will be the winner of this scavenger hunt?



David Miller

municipal riding (which includes the downtown area around McGill), stated that he "didn't realize a student housing problem existed," as he "wasn't informed" of any such problem. These views are exactly the same as expressed by Lynch-Staunton last year when questioned on the same issue.

Is it not the duty of city councillors to become acquainted with their constituencies and enlighten themselves on matters like these? Does a man have to be "informed" that there are bugs in his bed?

Lynch-Staunton, when confronted with actual statistics, denied the existence of real estate owners on the Municipal Council. He also suggested that McGill do some "housecleaning, as it is the largest landowner in the downtown area". He then cited the example of land on MacGregor Street, which, according to him, is leased to real estate developers for high cost housing. "Would this not have been the perfect opportunity for McGill to build cheap

according to Prime Minister Pearson. The subject of student housing never came up. Pearson indicated that only the provincial government had jurisdiction in the urban housing field.

Unfortunately Frank Hanley, MLA for St. Ann's, which includes areas around McGill, could not be reached for comment. However Richard Hyde, MLA for Westmount, (and the McGill campus area) endowed the responsibility of rentals on the municipal government. This was just following the referral of such matters to the provincial government by City Councillor Lynch-Staunton.

After a trip on the federal-provincial-municipal merry-go-round, the only alternative was to turn to the institution directly concerned — McGill University. Both Dr. C. Winkler, Vice-Principal for Development and C. D. Solin, Dean of Students and Chairman of the Housing Sub-committee, offered their views on the problem.

